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ABSTRACT

This document is an extension of a previous study undertaken to determine whether a modified curriculum that would effect children's self-concept could be developed. The subjects for the research program were children from two kindergarten classes located in disadvantaged areas. Three tests were administered: (1) Stanford Binnet Intelligence Scale, Form L-M; (2) Geometric Designs; and (3) Draw-A-Man. Eight months later the same tests were given. Both batteries of tests were administered to an experimental class and a control class. The results of the evaluation indicate that the innovations and curriculum changes introduced into the model experimental class were very effective. After eight months the children demonstrated increased skill on motor-visual tasks, greater fluency in vocabulary and oral communication, and an apparent awareness of themselves and their peers. Discussed are factors contributing to the children's gains. Also included are two guides, one for improvement of self-concept and another for language development. (Author/MC)

ED 040433

Pre-test (September 27, 1967)

Post-test (May 20, 1968)

How He Sees Himself

A Follow-up Study Conducted by the Psychological Testing Section of the New Orleans Public Schools

ED 005 443

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May
1968

How He Sees Himself

A Follow-up Study Conducted by the Psychological Testing Section of the New Orleans Public Schools Under Title I, Elementary and Secondary Education Act of 1965

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Division of Instruction
and
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New Orleans Public Schools, 1968

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PREFACE

The early years—the period of maximum susceptibility to learning—are formative ones, during which the child's capacity for learning is developed. Early educational intervention is particularly important in the case of the disadvantaged child, who frequently enters the school situation with little of the knowledge and experiences of his more advantaged peers.

Pre-school programs such as Head Start were designed to compensate for losses caused by economic and social deprivation and to provide intellectual and emotional security for each child. Such programs, however good, represent only a beginning. A determined effort must be made to insure that the gains are not dissipated, that the momentum is not lost.

In an effort to provide for continuity of learning experiences and research begun in Head Start, the New Orleans Public School System initiated Model Kindergarten during the 1967-1968 school session. Eleven classes participating in the regular kindergarten program of the New Orleans Public Schools were selected for the Model Kindergarten Experimental Program. These classes were located in deprived areas of the city. Model Kindergarten provided for intensive supervision, a teacher aide in each class, extra materials and equipment, six field trips, and additional medical services. The objectives included language development, visual-motor perception, and development of a more positive self-image.

The following research, an extension of a previous study, was undertaken in an effort to provide an objective instrument for evaluating the effectiveness of innovations used in the program.

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FOLLOW-UP STUDY

During the 1967 Head Start Program, a pilot study was undertaken to determine whether a modified curriculum could be developed that would affect the child's self-concept. This study was described in Crovetto, Fischer, and Boudreaux, *The Pre-School Child and His Self-Image,* New Orleans Public Schools, 1967.

In the pilot study, both the experimental and control groups improved beyond what would be expected from the mere passage of time on three out of four tests. Of particular interest was the fact that the experimental group showed gains on the Draw-A-Man test (the instrument used to measure self-concept), while the control subjects did not. The gains, though slight, indicated a trend.

The present follow-up study was undertaken because of the above trend, the interest and involvement of those who came into contact with the pilot study, the short duration of the summer program, and the unusually low scores (in spite of gains) earned on tests of visual-motor coordination and human-figure drawing by both groups.

Working on the premises that culturally disadvantaged children have little awareness of self, that their visual-motor coordination is below average, and that their vocabulary is extremely limited, several innovations and curriculum changes were introduced in the Model Kindergarten classes. The program lasted nine months. Two classes of twenty-two students each were evaluated. One of these classes participated in the Model Kindergarten Program; the other did not.

Initial testing was conducted during September, with final testing at the end of May. The intervening period between pre- and post-testing was eight months. The test battery consisted of three tests.

METHOD

SUBJECTS. The subjects for the research program were forty-four children, enrolled in two kindergarten classes, located in disadvantaged areas of the city. These classes

were chosen because of the comparability of the teachers regarding competence and experience in the pilot study. All subjects had previous school experience in the Head Start Program. In addition, eleven subjects in the control class and thirteen subjects in the experimental class participated in the pilot study. The socio-economic background of the subjects was stabilized by the entrance requirements of this program. At the end of the school year, four subjects, two from each class, had withdrawn. Therefore, pre-test information for these students was not included.

Groups were closely matched for age, sex, and intelligence. The experimental class consisted of twenty children, twelve boys and eight girls, enrolled in the Model Kindergarten Program. The control class, enrolled in a regular kindergarten program, also consisted of twenty children, ten boys and ten girls. At the beginning of the school year, the mean chronological age of the experimental subjects was five years, four months, while the mean chronological age for the control group was five years, three months.

The control subjects followed the regular kindergarten program of the New Orleans Public Schools. On the other hand, the program of the experimental subjects included special innovations. Suggestions for language development were set forth in a brochure. Interventions to enhance the child's self-concept consisted of the "Guide for Teachers" from the pilot study, services of a visiting teacher and a consulting psychiatrist, home visits by the classroom teacher, and parent instruction and parent participation in group sessions by and with the psychiatrist and visiting teacher. A model of a house composed of simple geometric designs and specific directions for developing skills in visual-motor perception were used. Supportive services to the teacher were afforded by the psychiatrist, the psychologist, the visiting teacher, the school principal, the coordinating consultant of the Model Kindergarten Program, and the director of the Department of Elementary Education.

Copies of the guides for language development and enhancement of the self-concept are included in this report; the guide for developing visual-motor perception is still in

Table I

Test Results—Experimental Class

			STANFORD-BINET, L-M		DRAW-A-MAN			GEOMETRIC DESIGNS
	CA	N	MA	IQ	Raw Score	Std. Score	P. R.	Age Level
Pre-test	5-4	20	4-7	84.65	9.50	82.55	13	4-5
Post-test	6-0	20	5-5	89.45	18.35	101.65	55**	5-3
Difference	8	0	+10	+4.80*	+8.85	+19.10	+42*[1]	+10
Actual Gain in Months			+2					+2*

* Statistically significant difference between pre- and post-test results of the experimental group
** Statistically significant difference between post-test results when comparing the experimental group to the control group
[1]This score must be interpreted as a difference score rather than a percentile rank.

Table II

Test Results—Control Class

			STANFORD-BINET, L-M		DRAW-A-MAN			GEOMETRIC DESIGNS
	CA	N	MA	IQ	Raw Score	Std. Score	P. R.	Age Level
Pre-test	5-3	20	4-7	97.00	7.79	76.63	6	4-3
Post-test	5-11	20	5-1	94.25	16.00	85.11	16	5-0
Difference	8	0	+6	−2.75	+8.21	+8.48	+10*[1]	+9
Actual Gain in Months			−2*					+1

* Statistically significant difference between pre- and post-test results of the control group
[1]This score must be interpreted as a difference score rather than a percentile rank.

Table III

Wilcoxon T Values of the Difference Between Pre- and Post-Testing Sessions

	STANFORD-BINET		DRAW-A-MAN		GEOMETRIC DESIGNS
	MA	IQ	Raw Score	P. R.	Age Level
Experimental Class	13.5	49.0*	0**	1**	46.0*
Control Class	37.5[x]	59.0	24	39*	80.0

*P< .05
**P< .01
[x]P< .02

Table IV

Mann-Whitney U Values of the Difference Between Schools for Both Pre- and Post-Testing Sessions

	STANFORD-BINET		DRAW-A-MAN		GEOMETRIC DESIGNS
	MA	IQ	Raw Score	P. R.	Age Level
Pre-test	184	174.5	138.5	135.5	176
Post-test	130	151	49.5*	53*	151

*P< .002

the experimental stage, and further research will be conducted in this area during the 1968-1969 school session.

EXAMINERS. Testing was conducted by four female examiners who were employed as psychometrists by the Orleans Parish School Board.

TEST BATTERY. Test instruments were chosen in accordance with the age of the children and the skills to be measured. The following test battery was constructed:

Stanford-Binet Intelligence Scale, Form L-M. This test was one of the best available instruments for adequately measuring the intellectual abilities of children at beginning school age. It provided up-to-date content and reliable norms and was used as a measure of language development.

Geometric Designs. This test was a combination of geometric figures taken from the Stanford-Binet Intelligence Scale and the Merrill-Palmer Scale of Mental Tests. It was included to measure growth in visual-motor perception. Scoring of the designs followed the appropriate sections of the respective manuals.

Draw-A-Man. Human figure drawings were used as a subjective measure of self-awareness and body image. These drawings, however, were scored according to the objective criteria set forth by Dale B. Harris, in *Children's Drawings as Measures of Intellectual Maturity.*

PROCEDURE. The children were taken in random order, one at a time, by the examiner to a nearby air-conditioned classroom. Informal conversation and the three-hole form board from the Stanford-Binet Intelligence Scale were used to establish rapport before testing was initiated. The test battery was then administered in the following order: Geometric Designs, Stanford-Binet Intelligence Scale, Form L-M, and the Draw-A-Man Test. Each testing session lasted approximately forty-five minutes. A rest period of a few minutes was allowed during each testing session.

The Stanford-Binet Intelligence Scale and the Geometric Designs Test were scored by one of the examiners. To assure accuracy and consistency, a second examiner rescored the tests. A fifth psychometrist scored the Draw-A-Man Test. She did not participate in the testing and had no knowledge of which tests were from the experimental group and which were from the control group. In addition, she did not know which drawings were from the pre-testing session and which were from the post-testing session.

Two statistical tests were used to analyze the test scores of the children participating in the study. To evaluate the gains made between pre- and post-testing sessions within each group, the Wilcoxon Matched-Pairs Signed-Ranks Test (cf. Siegel, 1956) was used. Since the Wilcoxon test did not include a period factor, eight months were subtracted from the difference score for each matched pair in comparisons where there was no provision for change in subjects' chronological ages. This statistical manipulation affected only MA comparisons on the Stanford-Binet and age-level comparisons of the Geometric Designs. When a comparison between groups was desired, the Mann-Whitney U Test (cf. Siegel, 1956) was used. General assumptions underlying the use of these tests were met. The .05 level of significance was chosen.

A record sheet was compiled for each subject. Data consisting of Chronological Ages, Mental Ages, Intelligence Quotients, Raw Scores, Standard Scores, Percentile Ranks, and Age Levels were recorded and used for all computations.

RESULTS

Test Results and Mean Scores are summarized in Tables I and II on page 6. As reflected in Table I, the experimental class showed significant gains on all three tests, beyond what would be expected as a result of normal maturation.

On the Stanford-Binet Intelligence Scale, Form L-M, the experimental class gained ten months in mental age, which, allowing for a time lapse of eight months, indicates an actual gain in MA of two months. In addition, the experimental class gained 4.80 IQ points. This gain in IQ points was statistically significant at the .05 level.

The Draw-A-Man Test results are reported in terms of Raw Score, Standard Score, and Percentile Rank. The Standard Score expresses a child's relative standing on a test in relation to his own age and sex group, in terms of a mean of 100 and a standard deviation of 15. The Percentile Rank, according to Harris, shows the relative standing of a child in a theoretical group of 100 representing a particular population. The experimental class showed gains in all three categories. However, the gain of 42 points (difference score) was significant at the .01 level. On the post-testing results, the experimental class placed at a percentile rank of 55, thus achieving scores similar to that of children in the average range in the standardization population.

On the Geometric Designs Test, the experimental class gained ten months. Again, accounting for eight months maturation, there was an actual gain of two months. This was statistically significant at the .05 level.

As depicted in Table II, the control subjects gained six months in mental age on the Stanford-Binet Intelligence Scale. After accounting for eight months maturation, there was actually a mean loss of two months in mental age. This loss of two mental age months was statistically significant at the .02 level. Furthermore, the control subjects showed a decrement of 2.75 IQ points on this test.

On the Draw-A-Man Test, the control class also showed gains in all three categories. Though the gains on the Draw-A-Man Test were statistically significant, the post-test percentile rank of 16 was extremely low.

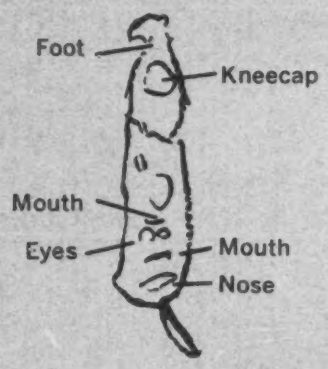
On the Geometric Designs Test, the control class gained nine months. Allowing for eight months maturation, there was an actual gain of one month. This gain was not statistically significant.

Post-test comparisons between the experimental class and the control class revealed a significant difference on the Draw-A-Man Test. The experimental class's post-test percentile rank of 55 as opposed to the control class's post-test percentile rank of 16 was significant at the .002 level.

The results of the statistical analyses are presented in Tables III and IV on page 6. Table III summarizes the Wilcoxon T values obtained when comparing each group's pre- and post-test results. Table IV presents the Mann-Whitney U values, which reflect the comparisons between the experimental and control group for all tests.

DISCUSSION

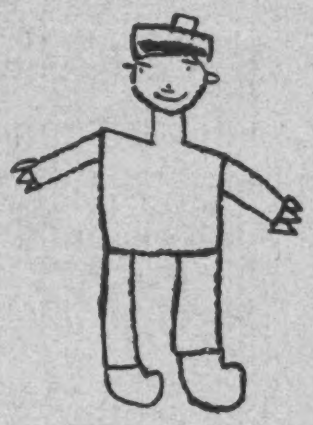
The significant gains made by the experimental class on the three tests, as opposed to a significant gain by the control class on only one test, indicate the positive effects of the Model Kindergarten Program. Of particular concern was the significant loss of two months in mental age and the loss of 2.75 IQ points on the Stanford-Binet by the control sub-



Pre-test (September 27, 1967)—Facial features and body parts are present, but confusion, disorientation, and little awareness of self are evident.

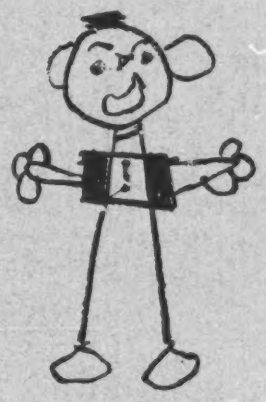
Post-test (May 20, 1968)—Improved awareness of body parts and their positions is apparent. This is a more realistic drawing of a human figure.

Pre-test (September 14, 1967)—There is an almost complete lack of detail. Facial features and arms are missing and the representation is ghost-like.



Post-test (May 16, 1968)—Outstanding improvement can be seen in the addition of details and in a sense of proportion. Representation of the human figure is acceptable.

Pre-test (September 21, 1967)—Disorganization and complete lack of integration characterize this drawing.



Post-test (May 20, 1968)—Presence of integration and some organization can be seen, with details now recognizable.

jects. The experimental class, however, had an actual gain of two months in mental age and a gain of 4.80 IQ points. This suggests that factors were operant in the Model Kindergarten Program that were conducive to fostering language development, which were not present in the class with the regular kindergarten program.

There were other interesting indications of language development noted on the Stanford-Binet test results. On the Vocabulary test (Year VI), three control subjects could define adequately five or more words on the pre-test, and seven control subjects successfully defined five or more words on the post-test. On the other hand, four experimental subjects defined five or more words on the pre-test, and eleven experimental subjects were able to accomplish this during the post-test session. It would appear that while the experimental subjects were gaining in word knowledge and oral communication, the control subjects were making little or no progress. In the experimental group, a change in the ceiling level (the age level at which all tests were failed) was evident. The median ceiling in the experimental class rose from Year VI to Year VII. More than fifty per cent of the subjects were able to answer some first grade material on the post-test, while only twenty per cent of the children demonstrated this ability on the pre-test. This rise in median ceiling age did not occur in the control class. It remained at Year VI.

Both groups improved on the two remaining tests. Considering the impressive gains made by the experimental subjects on the Draw-A-Man Test and the significant difference between groups on post-test results, one may infer that the program employed in the experimental class did create an awareness of self and some sense of identity or body image. That a positive self-image is necessary for the development of an adequate, healthy personality is an accepted fact.

In pursuing additional aspects of body image, it is interesting to note the results of the Picture Completion: Man test at Year V on the Stanford-Binet. This test item requires the subjects to complete the drawing of a man. Scoring of the test item is liberal. On the pre-tests, eight subjects in the control group and twelve subjects in the experimental group passed the item. In the post-testing session, twelve out of twenty control subjects successfully completed the man, while nineteen out of twenty experimental subjects achieved the criteria for passing the test. This again seems to support the positive effects of the Model Kindergarten Program in enhancing self-awareness in young, disadvantaged children.

The experimental group gained significantly in age level on the Geometric Designs Test, but the subjects were still below chronological age level on post-test results. This was an area in which the control subjects also experienced some success. They too, however, were still below age level at the end of the program. This indicates a need for additional emphasis and a more varied program for developing visual-motor perception skills in the kindergarten.

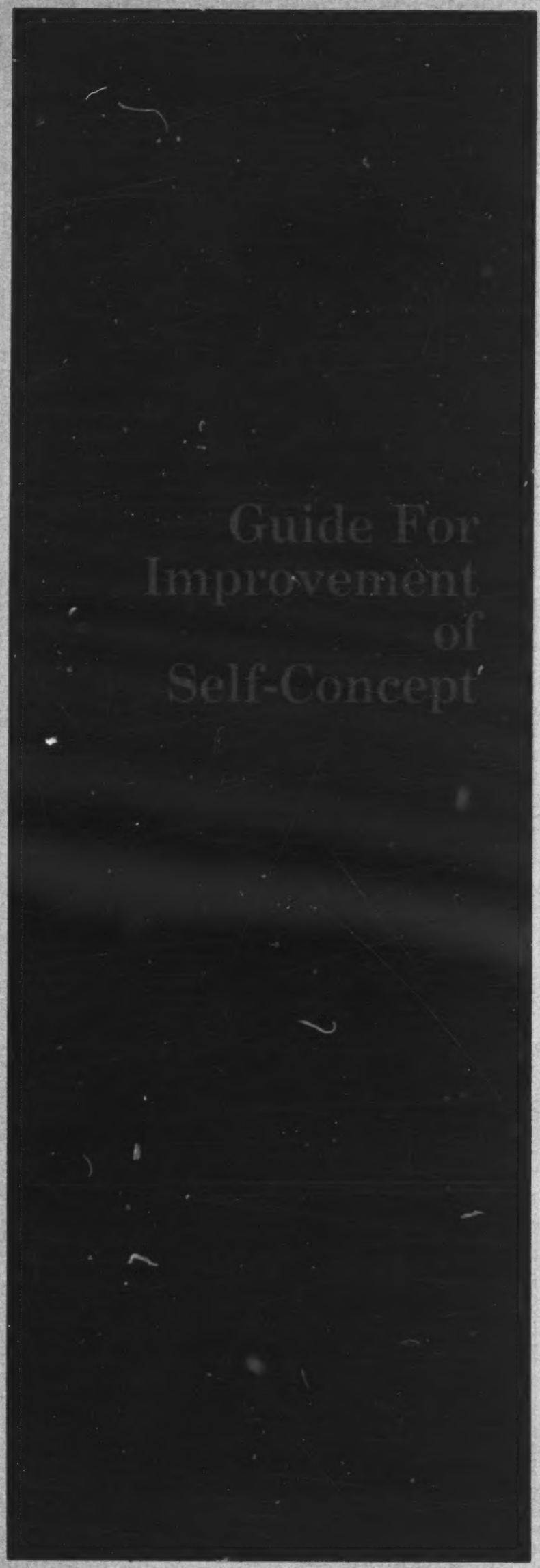
SUMMARY

Results of this evaluation indicated that the innovations and curriculum changes introduced into the Model Kindergarten Program were very effective. At the conclusion of the program, the children demonstrated increased skill on visual-motor tasks, greater fluency in vocabulary and oral communication, and most important of all, an apparent awareness of themselves and their peers.

There were numerous factors which probably contributed to the gains made by the children in the experimental group. Perhaps one of the most important factors was the line of communication between the individuals and groups involved in the program. In the classroom, the teacher served as the central adult figure. With a basic awareness of the principles behind the curriculum changes as well as empathic understanding of the child and his home environment, she served as the motivating force behind the children's activities. Working closely with her was the teacher aide, who was also well indoctrinated in the philosophy of the program. In the home, the visiting teacher contributed concrete support and advice to each family. She suggested ways to improve the parent-child relationship and emphasized the effect of this relationship on the child's school progress and attitude. The psychiatrist acted as a cohesive force, bringing the home and the classroom closer together. His discussions with the parents centered around the importance of seeing the child as an individual, rather than as an object, and helping the child to develop as himself. As situations beyond the scope of the teacher arose, various resource personnel were consulted. The visiting teacher, psychiatrist, school principal, staff members of the Psychological Testing Section, the coordinating consultant, and the director of the Department of Elementary Education provided information and assistance. In in-service education meetings, during and after the program, the Model Kindergarten teachers and the administrative staff manifested enthusiasm and continuing interest. This high level of interest and involvement seemed to be one of the crucial factors contributing to the success of the program.

Throughout the Model Kindergarten Program, the interrelatedness of the concepts to be developed was an important factor in the organization of classroom activities. Practical word usage was stressed through sensual contact with objects. How an object looks, feels, tastes, and smells can help a child later to establish verbal cues to explain, describe, and define this same object. Visual-motor coordination tasks, such as the simple drawing of a house employing basic geometric designs, provided experiences for the child to perceive accurately a unified whole, to make judgments, and to purposefully manipulate a crayon and paper. Hopefully, foundations for reading were being established in stressing the Gestalt and in elaboration of left to right and top to bottom directional movements. Although strides were made in improving language development and visual-motor coordination, the level of proficiency attained was still below the mean age level. The success experienced leaves hope for further increments with the application of time and improved knowledge of how to cope with the unique learning problems of these children.

The evidence tends to indicate that these youngsters began to see themselves as integrated beings (Illustrations on p. 8). Therefore, it can be assumed that with a more positive self-concept, some verbal fluency, and skills in visual-motor perception, they will have a better preparation for primary school work than other culturally disadvantaged kindergarten children who did not experience these curriculum innovations. However, the task of promoting growth in these areas is not complete. Spiral growth will require continued curriculum innovations, further parental involvement, efforts on the part of educators to understand the child's thoughts, actions, and feelings, and additional research. Ultimately, the child's social and academic success depends in great measure on *how he sees himself.*



Following are recommendations for curriculum modifications that, hopefully, will enhance each child's self-concept and develop in each a feeling of well-being. When implementing these suggestions, the teacher should keep in mind that her underlying attitude and the classroom atmosphere are of utmost significance. Too, none of these activities must be allowed to become automatic or rote; the child should have some understanding of what he is experiencing.

I. Suggested Materials and Activities

(Realistic, life-like materials of good proportion should be used.)

A. Housekeeping Corner

1. Provide child-sized materials for keeping house, such as furniture, utensils, telephone, aprons, and dust rags.
2. Provide dress-up clothes for mother, father, sister, and brother.
3. Provide costumes of various kinds, uniforms, and community-helper hats.
4. Have available square yards of fabric. These can be used in numerous ways and are conducive to creative play on the part of the children.
5. Have children make their own and/or use mother's old jewelry. Attention should be called to the part of the body on which a particular piece of jewelry usually is worn.

B. Dolls

1. Provide various types of dolls, such as Negro and white life-size dolls, smaller dolls, and families of dolls; dolls with movable joints; dolls that come apart and can be put back together; and foreign dolls representing various racial and ethnic groups.
2. Provide clothes for the dolls.
3. Provide buggies, beds, chairs, tables, etc. for the dolls.

C. Individual Lockers or Cubbyholes

1. Provide *each* child with an individual, specified place to call his own and in which to keep his belongings.
2. Provide each child with a specific place of his own on the bulletin board, or similar place, where he can display what he does or wants to show.

D. Mirrors

(*Good* mirrors which give a realistic, undistorted reflection should be used.)

1. Provide a full-length mirror. Place the mirror at child height, and in an obvious place, where children can see themselves spontaneously during activities.
2. Provide several hand mirrors.
3. Utilize the mirrors in various activities.
4. Make the child aware that this is *he;* these are *his* legs; these are *his* eyes; this is how *he* looks to other people. Take advantage of the child's spontaneous, self-initiated interest in the mirrors and reflections in them.
5. Use mirrors for practical purposes, as a routine; ask questions, such as "Is my face clean? Is my hair combed?"

E. Cameras

1. Use a Polaroid camera to take posed and candid pictures of the children. It is then possible to show the posed ones immediately. The candids can be discussed as a follow-up to the activity pictured. The children may need help in recognizing themselves and their peers. "How do you know that is you?" and "How do you know that is Johnny?" are typical questions which can be used.

2. Use a movie camera to show the children in action. This will help to provide real, live models. The type of camera purchased will depend on the kind of projector that is available.

F. Tape Recorder

1. Let children listen quietly in a group, as each speaks into the tape recorder. In the beginning the play-back should be immediate, so they can hear their voices. Afterwards the group listens as each child identifies his own voice.

2. Have individual children learn the proper use of the tape recorder or have an adult run it for them, when they show a particular interest.

3. Have children identify themselves at a later date, when listening to unrehearsed recorded activities.

G. Identifying Information

1. Provide each child with a name tag to be worn daily. The child should hear his full name often. His name and his picture should be posted on his cubby-hole.

2. Emphasize the home address. Have each child make a paper house, on which the teacher writes each student's name and address. The houses can be used on bulletin boards and in various activities.

3. Have each child learn his phone number.

4. Help each youngster know that his birthday is his own special day. All birthdays (those which fall within the dates of the program and those which do not) should be celebrated. A large round hatbox can be painted and decorated like a birthday cake.

H. Flannel Board

1. Provide felt cut-outs of the parts of the human body, to be assembled into a manikin on the flannel board.

2. Provide felt figures of racial and ethnic family groups. Read or tell stories using them, and make them available for children to use in free play.

I. Pictures of Ethnic Groups

1. Provide pictures of people in various occupational roles.

2. Provide pictures of various everyday activities familiar to the children.

J. Facilities for Self-Care

1. Have child-sized bathroom fixtures installed.

2. Provide soap and water to wash hands and face and clean up after activities.

3. Provide toothbrushes and toothpaste.

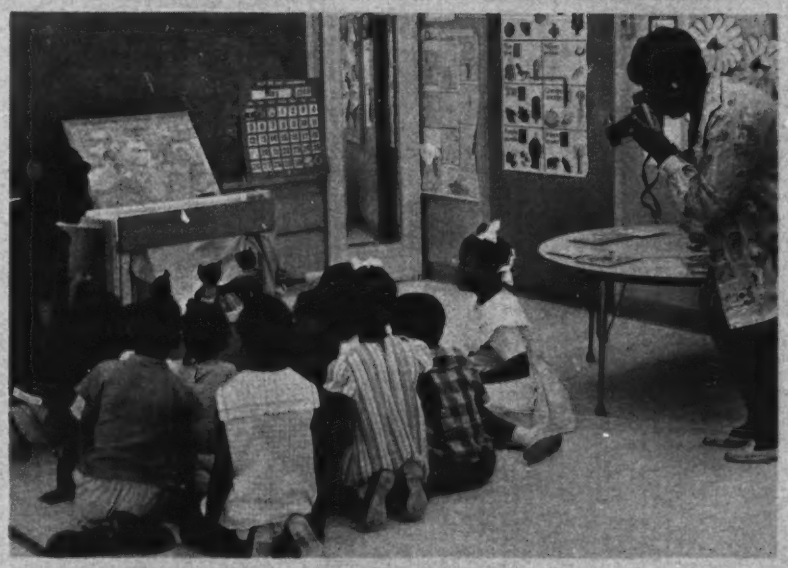
II. Planned Experiences

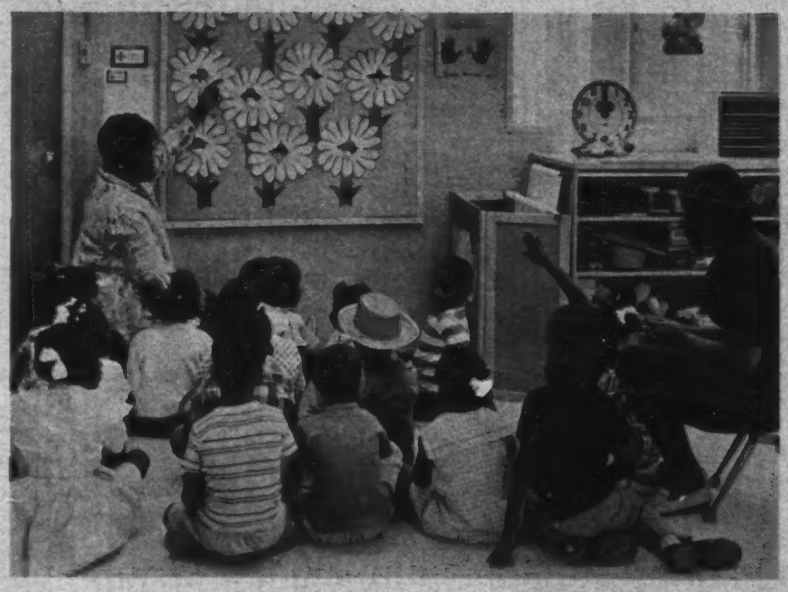
(Such experiences should be guided by the teacher as an outgrowth of the children's interests.)

A. Fantasy or Dramatic Play

1. Provide time for free play.

2. Plan role-playing with more teacher direction.





B. Games

1. Use finger plays and games, such as "Hokey Pokey."

2. Play guessing games, such as "Who Is Missing?" (The children tell who is absent.) and "Who Has Gone?" (All are seated in circle. The children hide their faces and someone leaves. The teacher says, "Ready?" and the children lift their heads and guess who has gone.)

3. Use the game "Simon Says" to identify body parts.

4. Play "Policeman, I'm Lost!" (Pretending to be lost, a child goes to the policeman and relates his name, address, and phone number.)

5. Play "Show and Tell" about personal things in cubbyhole or experiences.

6. Play improvised games, making use of identification of parts of the body. ("We're going to play a special game today. I want everyone to put his finger on his nose. Where is your nose? Where are your eyes, ears, or fingers?")

C. Art Activities

1. Have each child reproduce his hand and foot prints in tempera, finger paint, clay, etc.

2. Make, display, and identify silhouettes of the children.

3. Encourage children to express their experiences at home and in school through a variety of art media.

4. Have children make hats, capes, purses, belts, etc.

D. Story Time

1. Emphasize the parts of body and the purpose of each.

2. Emphasize story people and their roles.

3. Emphasize the fact that the children will grow up to be men and women, such as those in the stories.

E. Health

(Parents should be involved, whenever possible.)

1. Talk about and discuss when and how to brush teeth.

2. Discuss hands, face, and fingernails, while washing.

3. Teach children how to use a handkerchief properly.

III. Human Resources

(The teacher should serve as a central, stable, adult figure at all times.)

A. Male Image

1. Have the same male figure (a teacher, custodian, etc.) visit every day at the same time, so that the children can become familiar with a stable male who is interested in them.

2. Invite outstanding men in the community to visit the class.

B. Community Helpers

1. Invite community helpers to visit the class.

2. Bring the children to visit community helpers at work. Brief the adults in advance so they can communicate on the children's level. Encourage the children to talk with the workers, point out that they are friends, and that they, too, used to be boys and girls.

3. Acquaint the children with the many different kinds of workers, such as the policeman, fireman, cafeteria worker, milkman, nurse, doctor, and dentist. (In making selections, utilize local resources and the expressed interests of the children.)

C. **Visitors**
(The same person should be used as much as possible, to avoid introducing too many faces too quickly.)
1. Invite parents to read stories to the children.
2. Invite volunteers to introduce arts and crafts.

D. **Parental Involvement**
1. Conduct meetings with parents.
2. Arrange for one or both parents to visit the program on a specific day. Acquaint them with the goals of the program and suggest ways parents can follow through at home.
3. Hold telephone conversations with parents.
4. Write notes to parents.
5. Visit the parent in his home.
6. Counsel parents as the need arises.
7. Seek and use the services of the visiting teacher.

IV. Desirable Attitudes

(A basic understanding of children is essential for all adults who work with them.)

A. **Insights**
1. Remember that the child is not fragmented into parts any more than his environment is fragmented into elements. He is an integrated whole, functioning in a coordinated, organized universe; he may be small but he is extremely important.
2. Recognize that how a person feels probably is more important than what he knows. Help the child to express and understand his feelings.
3. Be aware that the attitudes of significant adults impart an indelible impression on the child's concept of himself. Through his relationships with others, the child grows in awareness, sensitivity, and perception.
4. Realize that the child's development of a feeling of adequacy depends on his receiving support, reinforcement, and guidance during the periods of early childhood.
5. Keep in mind that, in order to become self-reliant, a child must have numerous opportunities to make choices.
6. Know that developmental timing is extremely important. The child's sense of independence may be destroyed by pressuring him to do that for which he is not ready.

B. **Precepts**
1. Accept the child as he is.
2. Do not shame or embarrass him.
3. Do not cause him to doubt that he is a person of worth; respect him and his needs.
4. Discipline him, but let him know that you disapprove of his actions, not him.
5. Be firm but tolerant with him.
6. Meet negativistic behavior with kind firmness, consistency, knowledge of what constitutes a problem to the child.
7. Provide time for free play with little adult intervention into the child's world.
8. Prepare a stimulating environment based on sensitivity to the child's world.
9. Provide ample opportunity for *each* child to experience some success daily.
10. Listen to the child. Let him talk. Listen with your ears *and your eyes.*
11. Answer each child's questions honestly, attentively, and immediately, whenever possible.
12. Make the child feel that he is wanted, that he belongs, and that he is free to make mistakes without penalty.

Guide for Language Development

Oral communication is one of the avenues through which the young child becomes acquainted with his world. That he is familiar with the objects he sees, handles, or hears about cannot be assumed. This is particularly true of the young, disadvantaged child. Though he can identify some things, he is not facile with words. In many instances, he cannot describe or give simple definitions for even the most common objects.

In order to provide for a better understanding of himself and his world, and especially to give meaning and substance to familiar but actually unknown entities, these techniques are suggested:

Identification

When an object (or a picture or reproduction of one) is presented, its name should be taught. Opportunities should be provided for the child to name the object as it is introduced again.

Description

The teacher should elicit information as to the object's appearance, use, composition, texture, etc. The youngster should learn to describe it in not less than four words.

Definition

After the child has learned to identify and describe the object, he is then ready to define it. The object should be in view somewhere in the room, but it should not be presented when asking for a definition.

Following are examples of the kinds of statements and questions the teacher might use in implementing these techniques and the type of definitions she should encourage. These samples are neither all inclusive nor intended to be restrictive in any way. The teacher should exercise her creativity and ingenuity in devising ways of stimulating responses. She should adjust her methods and select her content in accordance with the maturity, needs, and interests of her students.

I. Parts of the Body and Facial Features

A. Identification

1. "These are my hands." (Teacher holds up her hands.)

2. "Johnny, show me your hands. Where are Mary's hands?"

3. "What is this?" (Teacher holds up her hand, a pupil's hand, a doll's hand, etc.)

B. Description

1. "Mary, tell me about your hands."

2. "What do we do with our hands?"

3. "Do these belong to our hands?" (Teacher points to fingers, and then to fingernails.)

4. "Are hands part of our body?"

C. Definition

1. Leading Questions

a. "What are hands?"

b. "Will you tell me something about your hands?"

c. "What else can you tell me about hands?"

2. Acceptable Definitions

a. "My hand is on my arm."

b. "It is part of me."

c. "It has five fingers."

d. "I pick up things with my hands."

e. "I can wave them."

f. "I can hold my doll."

g. "I need them to eat, brush my teeth, put on my shoes, catch the ball, etc."

(Other items might include eyes, eyebrows, nose, mouth, teeth, ears, face, hair, arms, body, legs, feet, etc.)

II. Clothing

A. Identification

1. "This is my dress." (Teacher points to her dress.)
2. "Mary, show me your dress. Where is Susie's dress?" (An appropriate male model could be used to demonstrate boys' items of wearing apparel.)
3. "What is this?" (Teacher points to her dress, a child's dress, a picture of a dress, etc.)

B. Description

1. "Mary, tell me about your dress."
2. "Why do we wear dresses?"
3. "Is this part of my dress?" (Teacher points to buttons, bows, belts, sleeves, etc.)
4. "Of what is your dress made?"

C. Definition

1. Leading Questions

a. "What is a dress?"
b. "Will you tell me something about your dress?"
c. "What else can you tell me about a dress?"

2. Acceptable Definitions

a. "A dress keeps me warm, cool, etc."
b. "A dress protects my body from sun, cold, rain, etc."
c. "A dress is made of cotton, wool, nylon, etc."
d. "A dress is to wear."

(Other items might include blouse, skirt, slip, underwear, shorts, sweater, coat, jacket, slacks, socks, shoes, sandals, trousers, shirt, bathing suit, etc.)

III. Toys

A. Identification

1. "This is a doll." (Teacher holds up a doll.)
2. "Mary, show me another doll."
3. "What is this?" (Teacher holds up a different doll.)

B. Description

1. "Mary, tell me about your doll."
2. "What can you do with your doll?"
3. "Who else would like to talk about a doll?"
4. "Of what is a doll made?"
5. "What are these?" (Teacher points to facial features and body parts.)
6. "Is the doll real?"

C. Definition

1. Leading Questions

a. "What is a doll?"
b. "Can you tell me something about a doll?"

2. Acceptable Definitions

a. "I play with my doll."
b. "A doll is what you get for Christmas, birthday, etc."
c. "A doll is made of plastic, rubber, cloth, straw, wood, etc."
d. "My doll talks, cries, wets, walks, etc."
e. "A doll is a toy."

(Other toys might include tricycles, automobiles, stuffed animals, tea sets, guns, balls, blocks, etc.)

IV. Furniture

A. Identification

1. "This is a chair." (Teacher points to a chair.)
2. "Mary, show me another chair. Where is Susie's chair?"
3. "What is this?" (Teacher points to a child's chair, her own chair, a picture of a chair, etc.)

B. Description

1. "Mary, tell me about your chair."
2. "Why do we need chairs?"
3. "Of what is this chair made?"

C. Definition

1. Leading Questions

a. "What is a chair?"
b. "Can you tell me more about it?"

2. Acceptable definitions

a. "A chair has four legs."
b. "A chair is to sit on."
c. "My chair is hard."
d. "A chair has a cushion."
e. "A chair is made of wood, leather, metal, plastic, etc."
f. "A chair is a piece of furniture."

(Other items of furniture might include table, desk, sofa, bookcase, bed, chest of drawers, sewing machine, etc.)

V. Nature

A. Identification

1. "This is a tree." (Teacher holds up a picture of a tree.)
2. "Show me another tree."
3. "What is this?" (Teacher introduces a model of a tree.)

B. Description

1. "Tell me about a tree."
2. "Why do we need trees?"
3. "Are these parts of a tree?" (Teacher points to leaves, branches, acorns, etc.)
4. "How does a tree look?"

C. Definition

1. Leading Questions

a. "What are trees?"
b. "What can you tell me about a tree?"
c. "What else can you tell me about trees?"

2. Acceptable Definitions

a. "A tree grows."
b. "A tree has branches."
c. "A tree has leaves."
d. "A tree makes shade."
e. "A tree gives us lumber."
f. "Trees make houses for people, animals, etc."

(Other aspects of nature might include plants, flowers, rivers, mountains, rain, wind, sun, moon, etc.)

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